



December 2008

# Building Executive Coaching As An Academic Discipline: Establishing The Academic Community Database And Peer Review Of Proposed Academic Guidelines And Standards For Graduate Education In Executive Coaching

Larry Starr

University of Pennsylvania, [lstarr@sas.upenn.edu](mailto:lstarr@sas.upenn.edu)

Follow this and additional works at: [http://repository.upenn.edu/od\\_working\\_papers](http://repository.upenn.edu/od_working_papers)

---

Starr, Larry, "Building Executive Coaching As An Academic Discipline: Establishing The Academic Community Database And Peer Review Of Proposed Academic Guidelines And Standards For Graduate Education In Executive Coaching" (2008). *Organizational Dynamics Working Papers*. 6.  
[http://repository.upenn.edu/od\\_working\\_papers/6](http://repository.upenn.edu/od_working_papers/6)

This paper is posted at ScholarlyCommons. [http://repository.upenn.edu/od\\_working\\_papers/6](http://repository.upenn.edu/od_working_papers/6)  
For more information, please contact [libraryrepository@pobox.upenn.edu](mailto:libraryrepository@pobox.upenn.edu).

---

# Building Executive Coaching As An Academic Discipline: Establishing The Academic Community Database And Peer Review Of Proposed Academic Guidelines And Standards For Graduate Education In Executive Coaching

## **Abstract**

Graduate academic institutions in the United States, Canada, Australia, United Kingdom, Ireland, and Scotland were identified via online searches that offered coaching courses for which one earns a grade and are part of a graduate degree; coaching courses for which one earns a grade and that contribute to a graduate certificate but are not part of a degree; coaching courses for which there is no grade but that contribute to a certificate of attendance; and coaching applications and delivery services. Results indicated that there were no academic programs in New Zealand; 17 coaching programs were being offered at universities in Australia; 21 in Canada; 52 in the United Kingdom, Ireland, and Scotland; and 124 in the United States. While all offered Master's level coaching and the UK offered three Doctoral programs, most academic coaching was being used as a development service rather than as academic coursework. Follow-up recommendations were made to support the continued engagement and building of the academic coaching community through this web system.

BUILDING EXECUTIVE COACHING AS AN ACADEMIC DISCIPLINE:  
ESTABLISHING THE ACADEMIC COMMUNITY DATABASE AND PEER  
REVIEW OF PROPOSED ACADEMIC GUIDELINES AND STANDARDS FOR  
GRADUATE EDUCATION IN EXECUTIVE COACHING

Larry M. Starr<sup>1</sup>

ABSTRACT

Graduate academic institutions in the United States, Canada, Australia, United Kingdom, Ireland, and Scotland were identified via online searches that offered coaching courses for which one earns a grade and are part of a graduate degree; coaching courses for which one earns a grade and that contribute to a graduate certificate but are not part of a degree; coaching courses for which there is no grade but that contribute to a certificate of attendance; and coaching applications and delivery services. Results indicated that there were no academic programs in New Zealand; 17 coaching programs were being offered at universities in Australia; 21 in Canada; 52 in the United Kingdom, Ireland, and Scotland; and 124 in the United States. While all offered Master's level coaching and the UK offered three Doctoral programs, most academic coaching was being used as a development service rather than as academic coursework. Follow-up recommendations were made to support the continued engagement and building of the academic coaching community through this web system.

Overview

Among the important challenges to be overcome by organizational and executive coaching and common to all academic and professional disciplines seeking maturity (e.g., medicine, law) are controls over how one enters the domain, engages in scholarship or practice, and interacts with others within or outside the scope of activity (Williams,

---

<sup>1</sup> Larry M. Starr, PhD is Director of Organizational Dynamics Graduate Studies, School of Arts and Sciences, at the University of Pennsylvania (email: [lstarr@sas.upenn.edu](mailto:lstarr@sas.upenn.edu); telephone: 215-898-6967). Appreciation is extended to Lewis Stern, PhD, project investigator; Ransom Weaver, web designer; and the students in the Organizational Dynamics Graduate Studies program who gathered the data. Special appreciation is extended to Nai-Wei Shih, MPhil candidate and research associate, who provided supervision and quality review of the database. This research was made possible in part from a grant awarded by The Foundation of Coaching, a leader in coaching-related research, to the Graduate School Alliance for Executive Coaching, a consortium of academic institutions with a mission to establish and maintain standards for education and training provided by academic institutions for the discipline and practice of executive and organizational coaching.

1995). Moreover, at least six criteria must be met in order to move toward professional and academic maturity (Bullock, Stallybass & Trombley, 1988).

First, there must be significant and defined barriers to entry. This means that to be a member of the coaching community, one must apply, meet certain standards of competency, and be admitted. Suggesting that anyone may call him/herself an “executive coach” without meeting specific entry criteria (such as possessing one or more recognized academic degrees or equivalent education) dilutes the value of those with credentials and blurs the overall status of those in the domain. Unfortunately, at present, entry barriers are feeble.

Second, there must be a shared body of knowledge within the community. This is in contrast to sets of private or proprietary systems or procedures that are either not peer-reviewed, or do not have established measures of reliability or validity. Without an open, clear, and agreed upon set of theories, models, and systems of thought and practice, all of which permit evaluation, coaching and its membership will be perceived as inconsistent and unpredictable in scope and content. Efforts to define a body of knowledge are ongoing by academics, practitioners, and professional groups, but agreement has not been reached.

Third, there must be formal qualifications at the university level denoting competency. Courses and programs of study concerning organizational and executive coaching must be available perhaps starting at the undergraduate level, and must be followed by graduate programs where advanced study and contributions to the field can be made. Without clearly defined courses and programs through the formal academic institutions, students of coaching will not have a clear pathway for learning and development. Without university qualifications, i.e., degrees that denote completion, coaching will not have an accepted academic presence. Graduate coaching programs are

emerging in the United States, Canada, UK, Australia, and several other countries.

However, it will take several years for graduates to enter into the community, to build the next generation of coaching professors, and to have their academic and professional impact evaluated.

Fourth, there must be regulatory bodies with power that can be exercised over coaching members in areas of admission, as well as definition of and delivery of discipline and sanctions. Without such governance and controls, deviant members can move freely within the field without concern over their actions or impact. At the university level, academic admissions committees provide some of this role. However, once a person has completed studies, there is no defined or structured governance over performance as exists, for example, in the medical or legal profession.

Fifth, coaching must have an enforceable code of ethics. Unless ethical behavior is defined and mechanisms for monitoring and sanctioning are available, standards of acceptable behavior will be vague. This results in methods, values and violations that are idiosyncratic. Professional coaching associations including the International Coaching Federation, European Mentoring and Coaching Council, International Association of Coaching, and Worldwide Association of Business Coaches have each issued a code of ethics for their members. But these are not standardized, formally shared, or acknowledged to be enforced.

Sixth, formal licensing or regulation for those who consult or practice coaching in the non-academic environment, perhaps by an independent group, must be in place. This would define the scope of practice for professional coaching and would offer clear standards for performance and competency. At present in the United States, there is no requirement for licensing or regulation of coaches or coaching.

As well, there are many challenges for those within the academic/university community responsible for development and management of coaching programs. These include but are not limited to identification of coaching competencies for a student's course; meeting appropriate criteria to be an instructor of coaching; establishing (field) coaching practice standards and metrics; creating and sustaining appropriate governance for practice; and developing standardized processes for the academic accreditation or quality assurance of executive and organizational coaching programs.

### Interests of Project

This project was designed in the interest of helping to build an academic coaching community. To support this, programs of coaching within universities were identified. As the project is based in the United States, we selected English-speaking institutions in the United States, Canada, Australia, New Zealand and the United Kingdom, which included Britain, Ireland and Scotland. As the project was proposed by a consortium of graduate-level universities (Graduate School Alliance for Executive Coaching), the search occurred only for institutions that had a graduate program.

To support the exchange of information among these institutions and to support the interests for prospective coaching students, faculty, and organizations who may wish to vet the credentials of an organizational or executive coach, a coaching resource website was created. This was designed to permit the entry and presentation of information about the institutions, their leadership, and detailed characteristics of their programs.

To support the building of a peer-reviewed body of knowledge from which graduate courses of coaching may be drawn, a draft curriculum for graduate courses in coaching was included in the website. Leadership from the institutions could review and

comment on the draft, in an open forum. This would help to facilitate discussion of how each institution decided about their curriculum, courses, and practice of organizational and executive coaching.

### Methodology

Six research teams of up to three graduate students per team from the University of Pennsylvania identified then recorded in a standardized database the name and web address of accredited universities and colleges with graduate schools in Canada, Australia, United Kingdom (Britain, Ireland, and Scotland), and New Zealand. Previous research had identified institutions in the United States. The researchers then conducted internet searches within these institutions using the keywords “coach,” “coaching,” “executive coaching,” “organizational coaching,” and “coaching program” in order to identify which of the institutions offered graduate coaching programs. This was followed by a redundant review, by the senior research associate, of all data collected by the teams to determine if entries remained consistent over the four-month search period. Errors or omissions were altered appropriately.

### Academic Coaching Programs

An institution was considered to have a graduate academic coaching program if any of the four categories noted in Table 1 was present.

Table 1. Inclusion Criteria for an Academic Coaching Program

| Category Name           | Category Description  |
|-------------------------|---|
| 1. Graduate Degree      | Post-Baccalaureate course(s), concentration, track, or degree that contributed to an academic transcript. |
| 2. Graduate Certificate | Post-Baccalaureate courses or workshop not part of a graduate degree that                                 |

|                             |  |
|-----------------------------|--|
|                             | contributed to an academic transcript.   |
| 3. Non-Degree Certificate   | Post-Baccalaureate courses or workshop that was ungraded and did not contribute to an academic transcript. |
| 4. Applications of Coaching | Delivery of coaching services for individuals or groups through the academic institution.                  |

An institution was coded as providing a “graduate degree program” (Category 1) if it required a baccalaureate for admission and offered at least one graduate level course in organizational or executive coaching within an ongoing Master’s or Doctoral degree. Degree programs may also have a set of courses labeled a coaching concentration (track) or they may offer a dedicated graduate degree in coaching. Each course within a graduate degree program is assumed to be formally evaluated for competency in that a course grade would appear on an academic transcript.

A university offering a “graduate certificate program” (Category 2) was defined as one that required a baccalaureate for admission but was not part of a Master’s or Doctoral degree. This category included a single course or a set of courses often packaged as a certificate or workshop program. This type of coaching education formally evaluates each student, produces a grade for each course (which then appears on an academic transcript), and upon successful completion of all courses, issues a certificate of completion. The courses listed on the transcript may be used to meet degree requirements for a graduate degree program.

A “non-degree certificate program” (Category 3) is one that did not provide an evaluation or did not produce an academic transcript. Such programs may offer one or more coaching classes and may be labeled a workshop or certificate program similar to those in category 1 and 2; however, as this category of program does not formally evaluate student performance (i.e., a grade for a course is not earned), participants receive



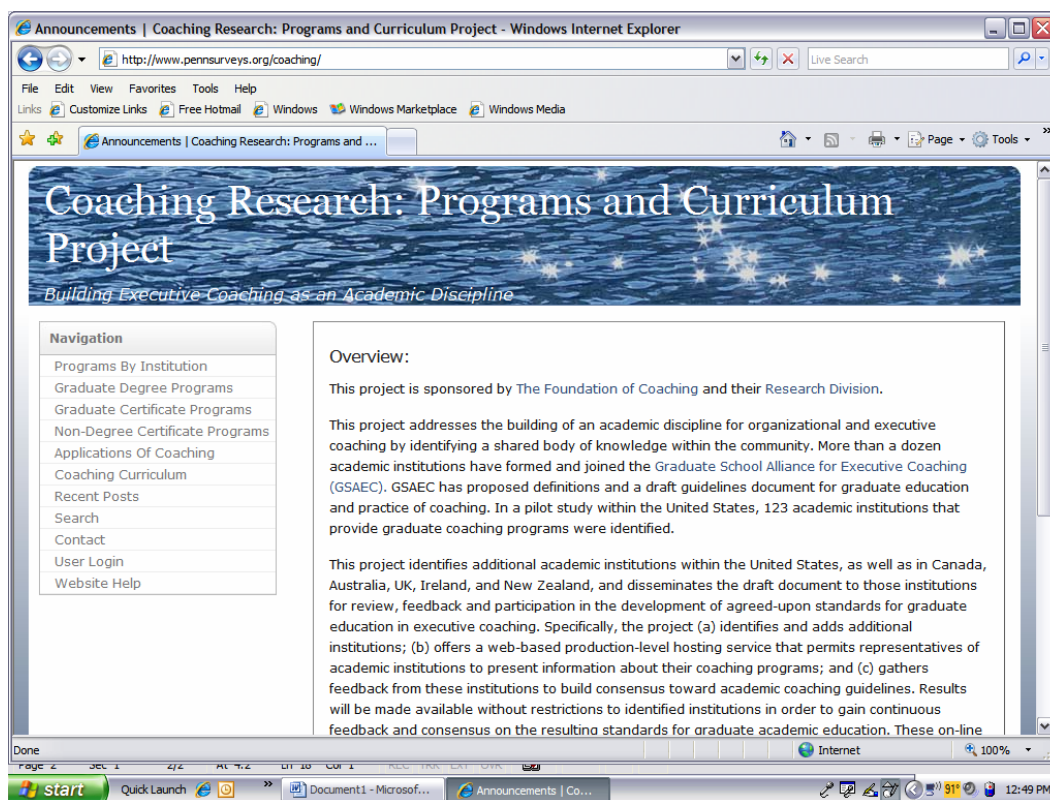
a certificate of attendance rather than of competency. As a transcript is not issued, courses may or may not be acceptable to meet requirements for a graduate degree program.

An institution with “coaching applications” (Category 4) is one that provides coaching to the academic or local community. Examples include personal, career, or professional coaching to MBA or other students, university faculty or staff, and others who are eligible for development services. In some situations, supervised students conduct the coaching. Indeed, institutions may offer coaching applications as part of an academic or certificate program, via designated coaching instructors connected to an academic program, through the institution’s Human Resources or Training Department, or by private contract or partnership with an outside vendor.

#### Website Structure and Presentation

A website system was designed and created that permitted data warehousing, presentation, searching, navigation, and interactive communication at the address: **<http://www.pennsurveys.org/coaching/>**. The website homepage (Figure 1) presented an overview of the project and provided links to the project sponsor (Foundation of Coaching) and their Research Division and to the Graduate School Alliance for Executive Coaching. A summary of the objectives of the project were also listed.

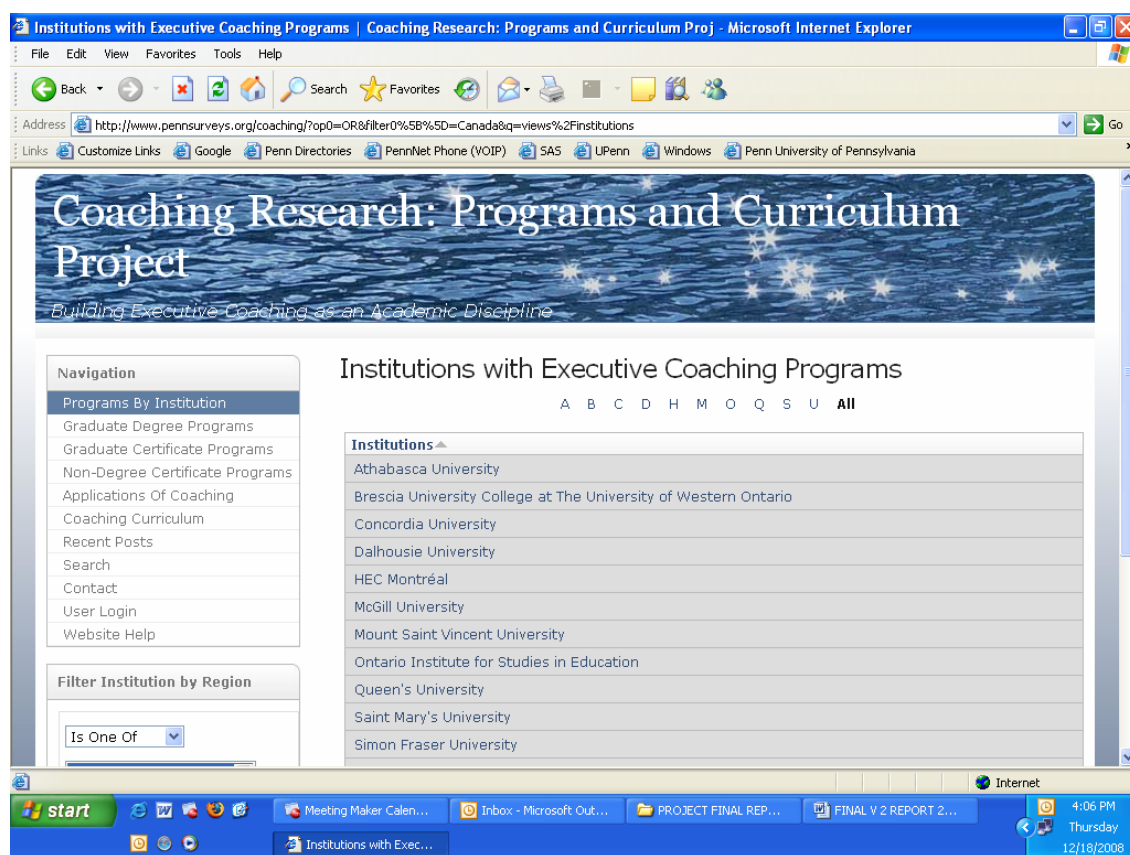
Figure 1. Coaching Research Website



The website presentation format permitted one to view and search for all available coaching programs and those within each of the four categories (see “Navigation” in Figure 1). A structure to permit email postings by the project leaders and by leaders of the identified programs was also established. In addition, a secondary “filter” was created which permitted a search to be limited to a specific country (e.g., Canada) or region (e.g., Northeast US, or Europe). These filter categories were arbitrary for the project.

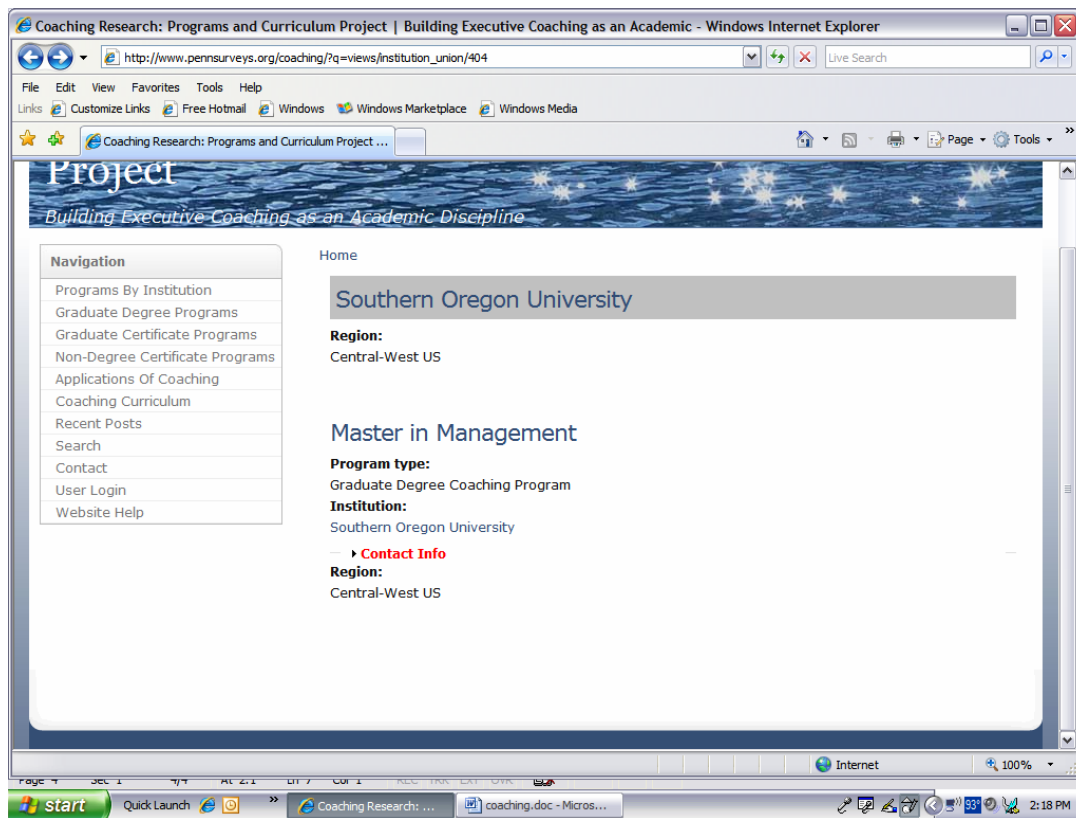
All collected information about the programs was entered into the data warehouse. The system capabilities were tested and where appropriate revised for presentation clarity. On July 1, 2008 the website was released. An example of a search for “all institutions” filtered by “Canada” is presented in Figure 2.

Figure 2. Search Results for All Coaching Programs in Canada



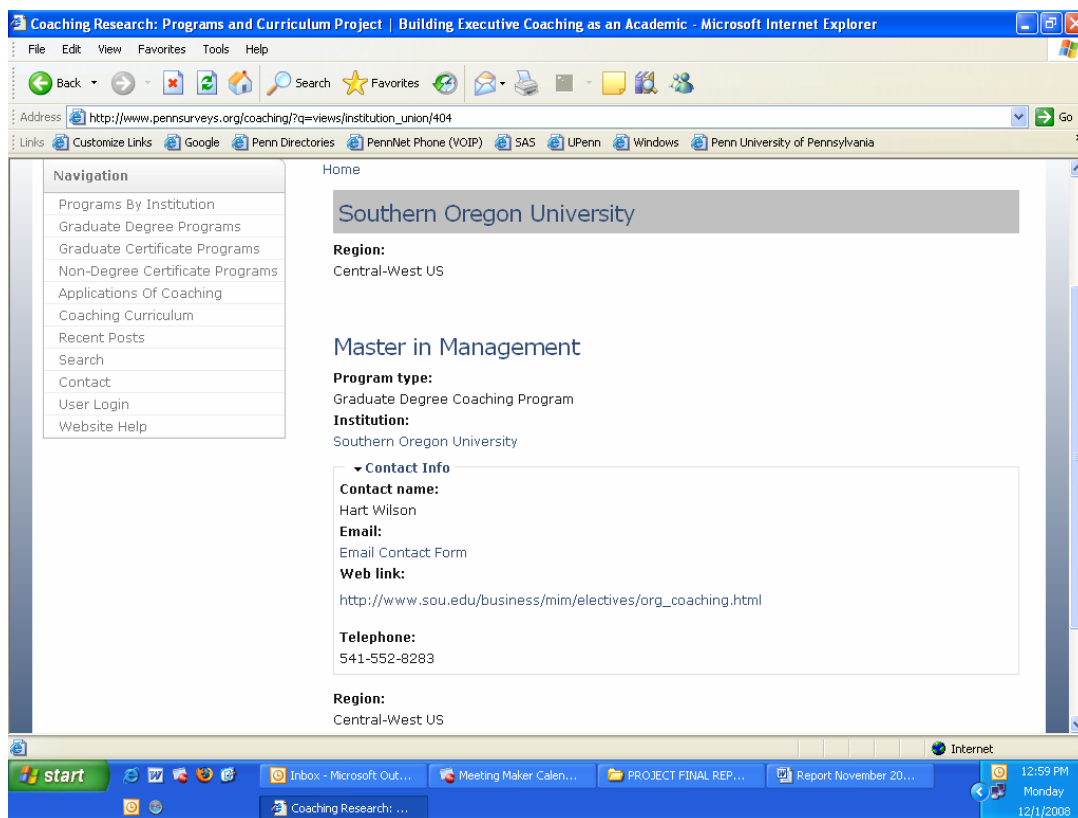
If searching for programs in the Central-West of the United States, for example, Southern Oregon University will be identified (see Figure 3). The name of the institution is presented at the top of the frame. Below this is the name of the degree program (Master of Management), the project's coaching program category (Graduate Degree), and a link for contact information (Contact Info). The institution's geographic region is also listed.

Figure 3. Coaching Programs at Southern Oregon University



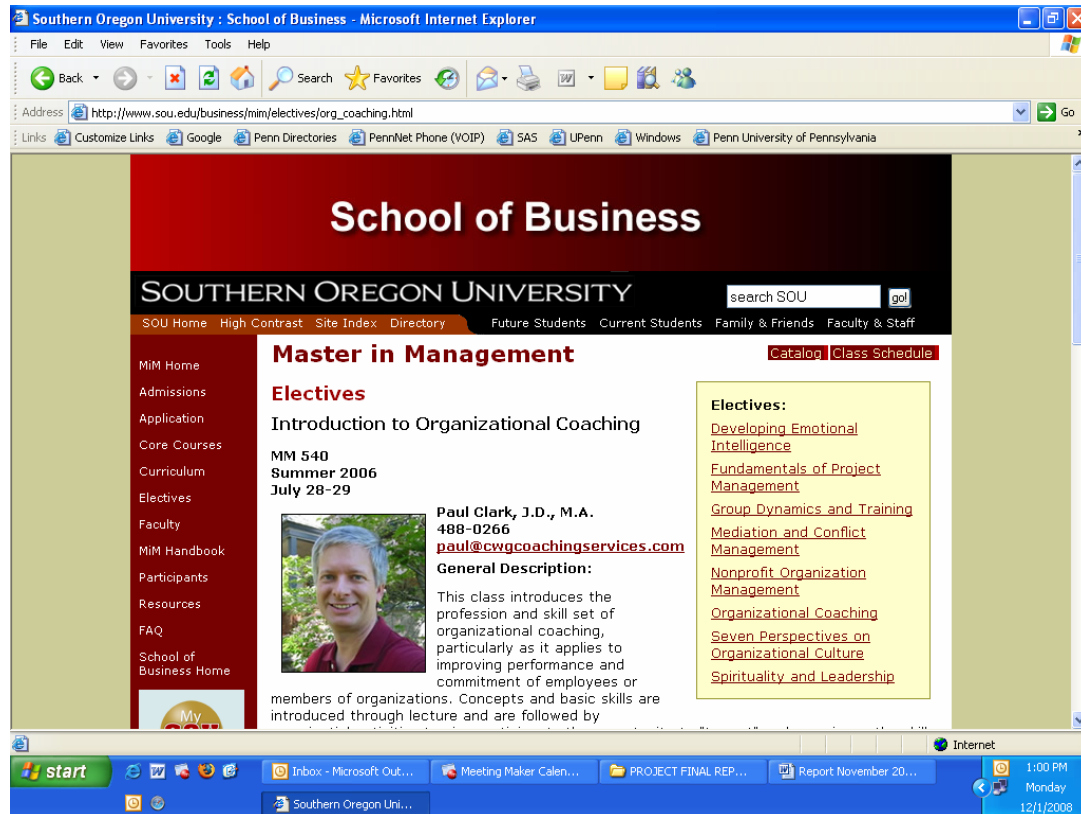
Following the Contact Info link (see Figure 4) produces expanded notation for the “Contact name,” “Email,” “Telephone,” and a “Web link” to the institution’s coaching entry.

Figure 4. Searching Within a Program



In this example, the entry is an elective course entitled Introduction to Organizational Coaching (see Figure 5).

Figure 5. Southern Oregon University Master of Management Course - Introduction to Organizational Coaching



For an institution with more than one coaching program, an additional menu is provided. For example, when examining any of the six coaching programs offered at Columbia University, a menu showing all entries at the institution is presented on the left above the Navigation menu (see Figure 6).

Figure 6. Also at this Institution Menu

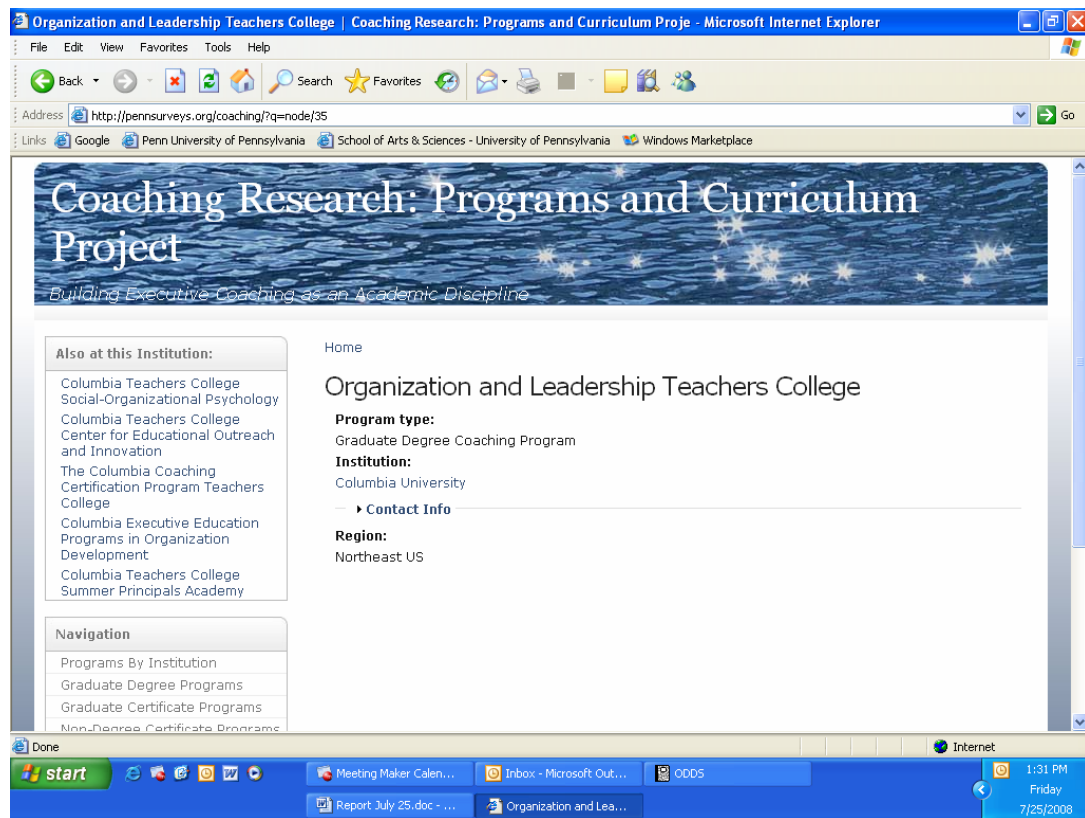
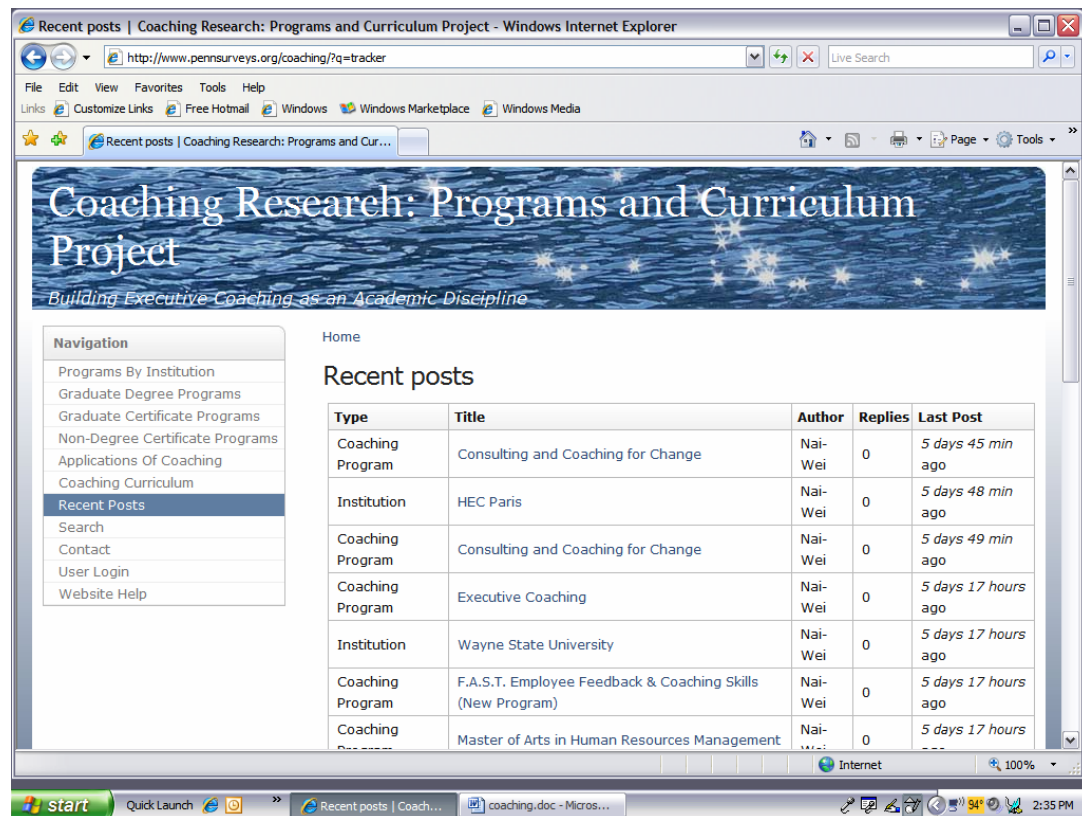


Figure 7 presents the “Recent Posts” feature, a time-based summary of communication by those who interact with the website. For example, the data entry activities of the senior research associate can be tracked (dates were not listed but are available).

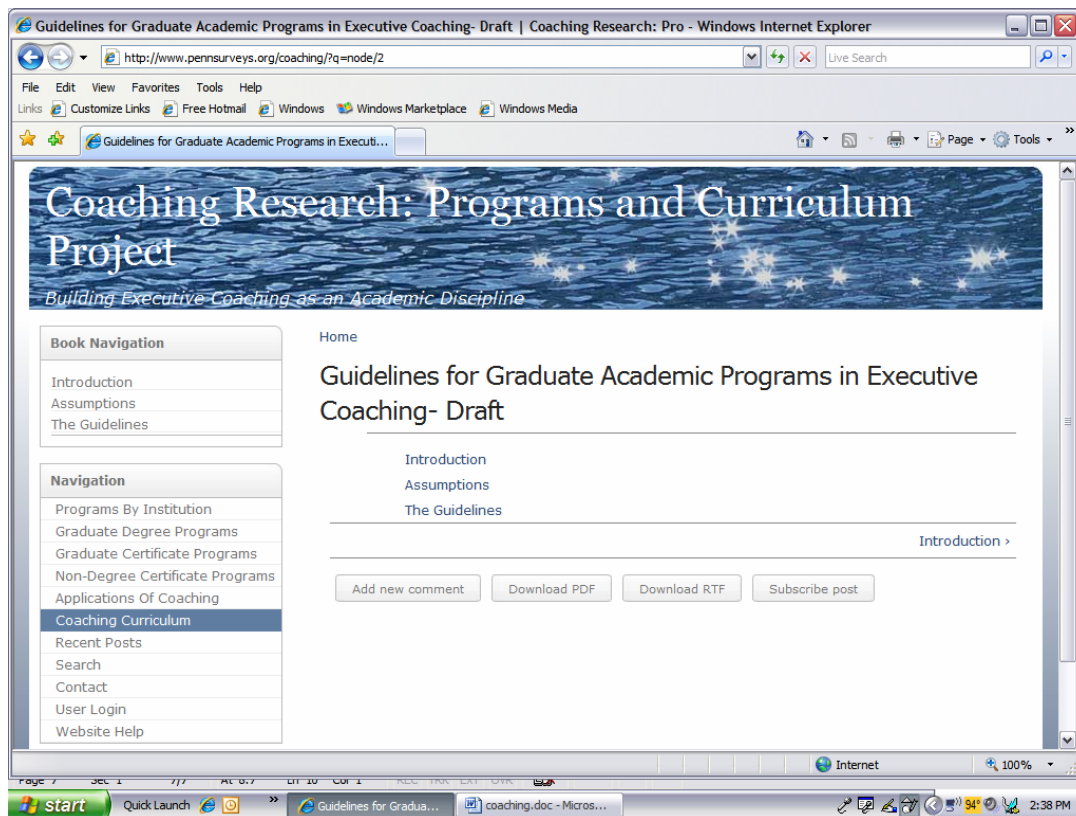
Figure 7. Recent Posts on Website



The draft coaching curriculum guidelines were placed in the “Coaching Curriculum” link on the Navigation menu (see Figure 8). Following this link produces a page with the categories “Introduction,” “Assumptions,” and “The Guidelines” each of which hyperlinks to the document. The document can be read online or downloaded in PDF or RTF format. Comments to the document can be made by following the “Add new comment” link.



Figure 8. Draft Coaching Curriculum



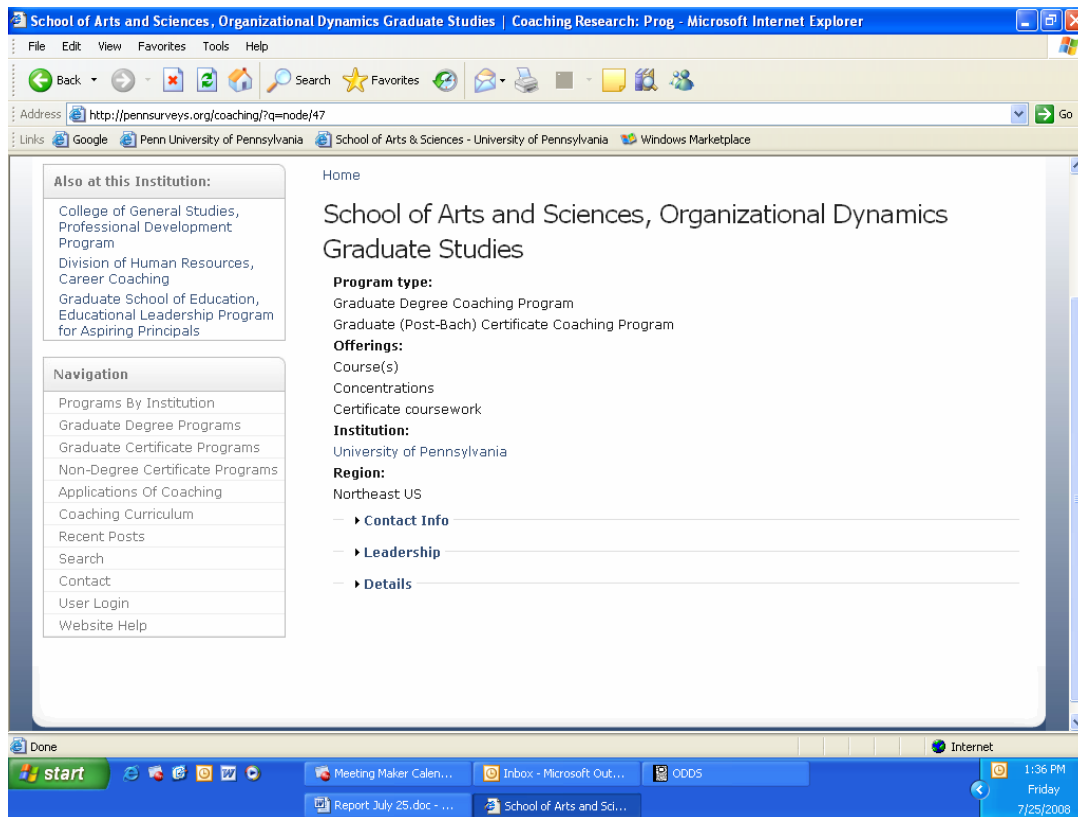
### Program Information Update and Dissemination of Guidelines

In July 2008 with the release of the website, an email blast from the Principal Investigator was sent to the contact person at all listed institutions. The website was designed to confirm and record that all email were sent and received. The email provided a brief explanation of the nature of the project, requested confirmation of contact information accuracy, and requested participation. When granted (or if directed elsewhere), a second email with instructions about administrative-level control was sent. This additional engagement permitted the institution's leader or program administrator to enter additional descriptive information about their program directly into the website. Any contacted person who responded to the email (or who telephoned) with questions

was contacted by the Principal Investigator by email or telephone to have questions answered or additional information about the project provided.

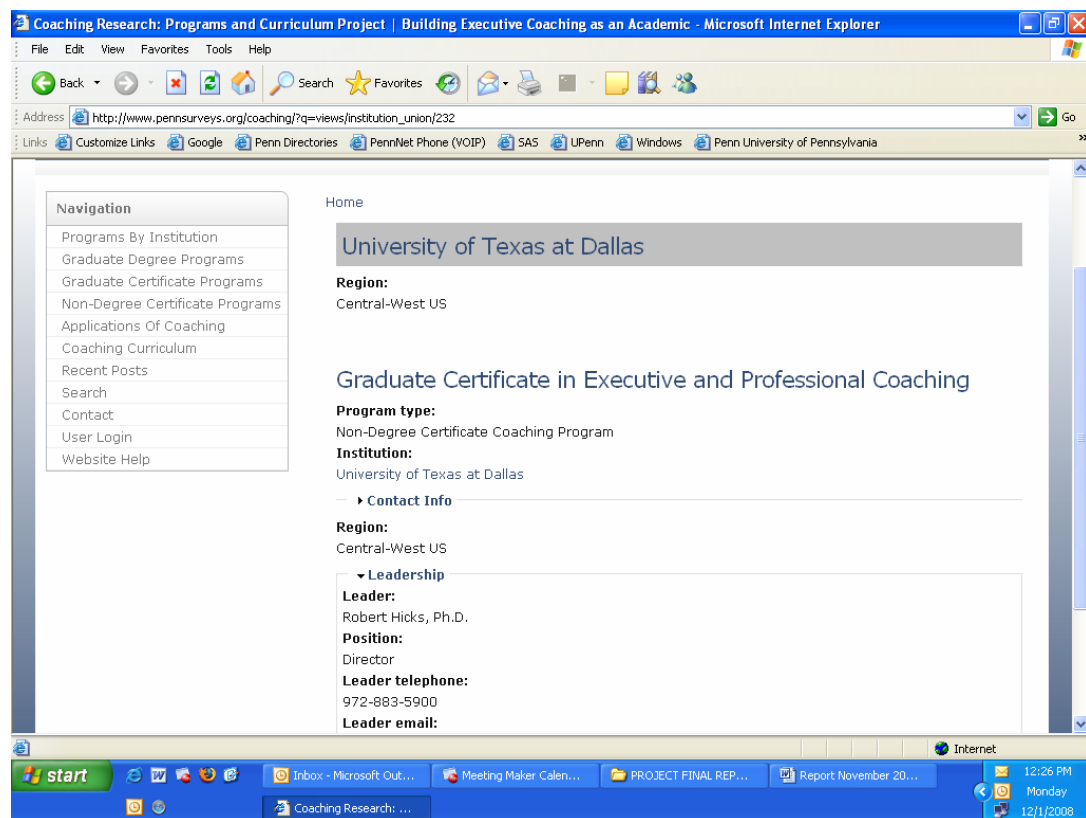
Figure 9 shows that in addition to “Contact Info,” categories of “Leadership” and “Details” of a program are available.

Figure 9. Descriptive Categories of a Coaching Program



The “Leadership” section permitted the name, position, and telephone of a program’s administrator to be identified as noted in Figure 10 for the University of Texas at Dallas.

Figure 10. Description of Leadership Information



To protect privacy, the program leader's email address is not provided. Rather, if contact is desired, a message link is created as noted in Figure 11.

Figure 11. Email Contact for a Coaching Program Leader

**Email Contact Form** | Coaching Research: Programs and Curriculum Project - Microsoft Internet Explorer

Address: [http://www.pennsurveys.org/coaching/?q=email\(233\)/field\\_prog\\_leader\\_email](http://www.pennsurveys.org/coaching/?q=email(233)/field_prog_leader_email)

Navigation

- Programs By Institution
- Graduate Degree Programs
- Graduate Certificate Programs
- Non-Degree Certificate Programs
- Applications Of Coaching
- Coaching Curriculum
- Recent Posts
- Search
- Contact
- User Login
- Website Help

Home

## Email Contact Form

**Your name: \***

**Your e-mail address: \***

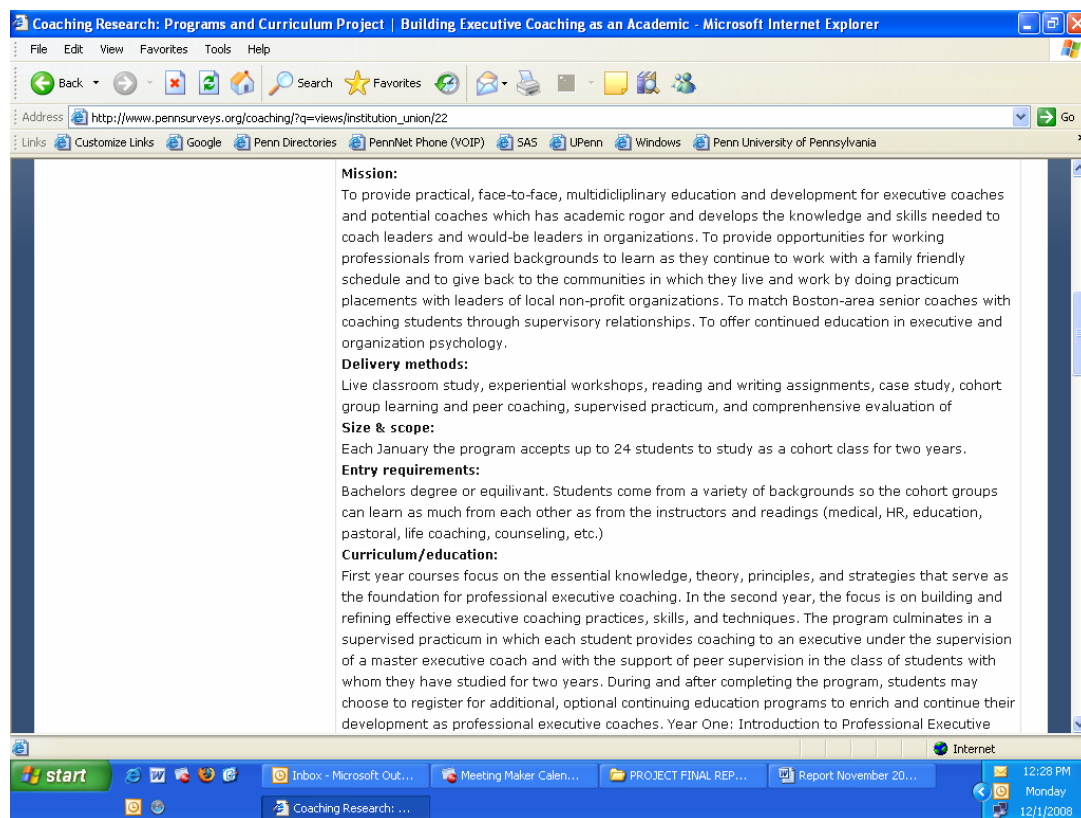
**Subject: \***

**Message: \***

start | Internet | 12:45 PM Monday 12/1/2008

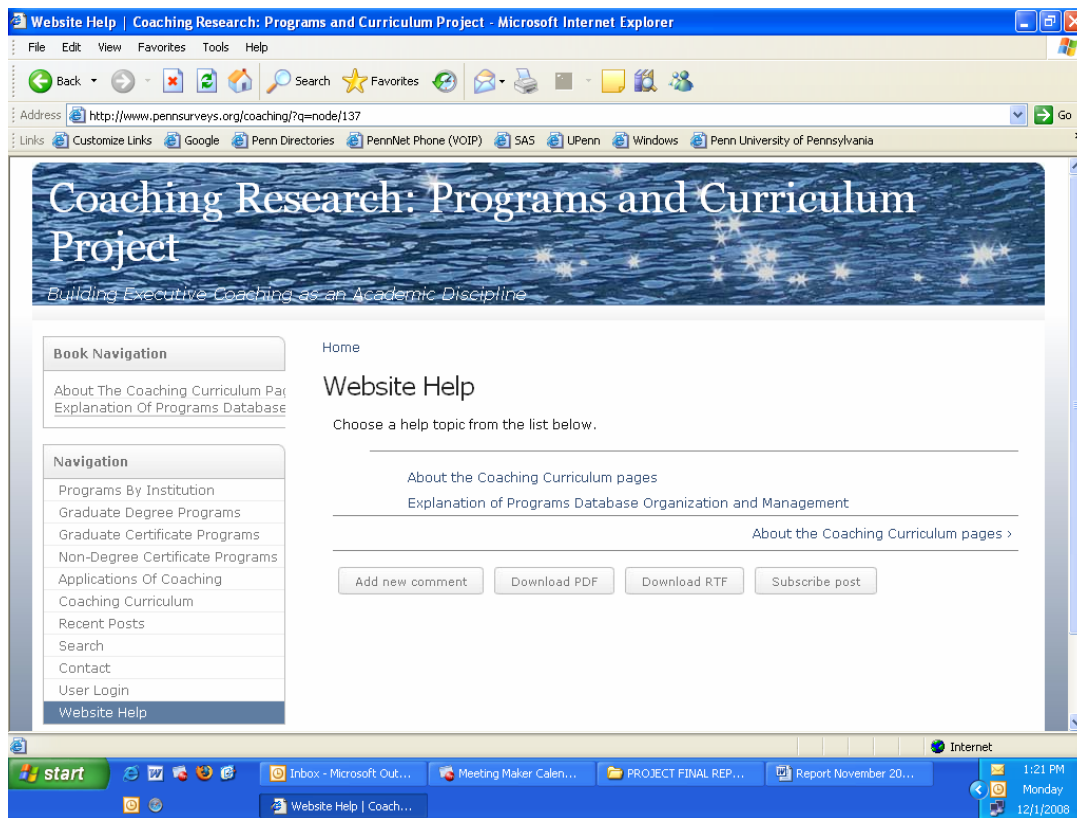
The “Details” section provided space to present information about each program’s mission, delivery methods, size and scope, entry requirements, curriculum/education, time to complete, exit requirements, exit outcomes, faculty characteristics, and student characteristics. Information from the Massachusetts School of Professional Psychology is presented in Figure 12.

Figure 12. Expanded Details of a Coaching Program



Information explaining how to use all interactive components of the website, including the procedures to review and evaluate (relative to the institution's coaching program) the proposed curriculum guidelines, were also provided to the contact person. It was explained that comments, adjustments, improvements, and other feedback were available to be collected, posted, and shared during the remainder of the project timeline. As well, written explanations and descriptions were provided on the website as a reference guide (see Figure 13).

Figure 13. Website Help Menu



## Results

The search for academic coaching programs resulted in the identification and listing of 17 institutions in Australia; none in New Zealand; 20 in Canada; 52 in the United Kingdom, Ireland, and Scotland; and 124 in the United States (see Appendix A).

### **Australia and New Zealand Coaching Programs**

Multiple searches for coaching in New Zealand revealed no academic programs. Correspondence with university faculty engaged in coaching research in New Zealand confirmed that (as of July 2008), no university programs were offered. This was supported by the Senior Research Associate for this project. After completing an

undergraduate degree at University of Auckland and not being able to locate a graduate coaching program in her home country, she came to the United States.

Table 2 summarizes the coaching programs in Australia. Six are part of graduate degrees, three are offered as degree-related graduate certificates, and seven are coaching application programs. University of Sydney, perhaps the most well-known academic coaching program in the world, offers two degrees: a Master of Organisational Coaching (M.Org.Coaching), and a Master of Applied Science in the Psychology of Coaching (M.Appl.Sc.[Psych.Coach]).

Table 2. Australian Coaching Programs

| Category 1 | Graduate Degree Programs  | Institution                    |
|------------|---|--------------------------------|
|            | Master of Applied Science (Psychology of Coaching)                    | University of Sydney           |
|            | Master of Business Coaching   | University of Wollongong       |
|            | Master of Management  | Australian National University |
|            | Master of Organisational Coaching                                     | University of Sydney           |
|            | MCom  | University of Canterbury       |
|            | MEd, MEd Leadership   | University of Waikato          |
| Category 2 | Graduate Certificate Programs   | Institution                    |
|            | Graduate Certificate in Business Coaching                             | University of Wollongong       |
|            | Graduate Certificate in Management                                    | Australian National University |
|            | Postgraduate Certificate in Mentoring and Coaching                    | Monash University              |
| Category 3 | Non-Degree Certificate Programs                                       | Institution                    |
|            | Graduate Certificate in Executive Leadership – Learning Organisations | University of Queensland       |

| Category 4 | Coaching Application Programs                             | Institution   |
|------------|---|---|
|            | Executive Coaching: Creating High Performance Leaders     | University of Melbourne (Melbourne Business School) |
|            | Job and Career Coaching Services                          | Victoria University of Wellington                   |
|            | Managing People Series: "Coaching"                        | University of New South Wales                       |
|            | Organisational Development at the University of Newcastle | University of Newcastle                             |
|            | Professional Management Program: Coaching                 | University of Canberra                              |
|            | Tech Park Business Coaching Service                       | Auckland University of Technology                   |
|            | Training Programs: Coaching to Improve Performance        | University of Otago                                 |

### Canadian Coaching Programs

Table 3 summarizes the 21 academic programs offered in Canada. As noted, two programs are offered within graduate degrees; two institutions (Concordia University and the Ontario Institute for Studies in Education/University of Toronto/Adler School of Professional Studies) offer a non-degree certificate program; and 17 are coaching application programs. There were no Category 2 programs offered. Both Category 1 programs consisted of a single graduate coaching course in within a degree program (i.e., MA in Leadership and Executive MBA).

Table 3. Canadian Coaching Programs

| Category 1 | Graduate Degree Programs       | Institution           |
|------------|--------------------------------|-----------------------|
|            | MA (Leadership)                | University of Guelph  |
|            | One-Year Executive MBA Program | University of Toronto |



| Category 3 | Non-Degree Certificate Programs         | Institution   |
|------------|---|---|
|            | Personal and Professional Coach Program | Concordia University  |
|            | Leadership Coaching Certificates        | Ontario Institute for Studies in Education/University of Toronto/Adler School of Professional Studies |

| Category 4 | Coaching Application Programs                              | Institution   |
|------------|--|---|
|            | Career Coaching  | Simon Fraser University   |
|            | Coaching & Training  | Dalhousie University  |
|            | Coaching Services  | Mount Saint Vincent University                                  |
|            | Coaching Services  | Athabasca University  |
|            | Corporate Coaching   | Saint Mary's University   |
|            | Customized training/Individual Coaching                    | University of Ottawa  |
|            | Executive Coaching Model Service - For MBA Students        | University of Western Ontario                                   |
|            | Executive Coaching Service                                 | Queen's University  |
|            | Personal Development Coaching - Queen's MBA                | Queen's University  |
| -          | Personnel Services - The Foundation For Coaching           | Dalhousie University  |
|            | Richard H. Field Management Services - Leadership Coaching | University of Alberta   |
|            | Staff Learning and Development                             | Athabasca University  |
|            | Team & Individual Coaching                                 | McGill University   |
|            | The "ME" Program - Career Coaching                         | Brescia University College at The University of Western Ontario |
|            | UBC Coaching Services                                      | University of British Columbia                                  |
|            | Workshop/Custom Program                                    | HEC Montréal  |

## United Kingdom, Ireland and Scotland Coaching Programs

Table 4 presents the 54 coaching programs identified in the United Kingdom separated by country (UK represents Britain). There are 17 programs associated with graduate degrees, seven graduate certificate programs, five non-degree certificate programs, and 32 coaching application programs. Of particular note are the three coaching doctoral programs available in the UK: the DCaM degree is available from Oxford Brookes University, the DProf is from Middlesex University, and the DPsych is from City University of London. Consulting and Coaching for Change is offered as a joint program from Oxford University and from the HEC School of Management in Paris. Completing the coursework and a capstone/thesis (Category 1) earns a Master of Science degree. Completing only the coursework earns a Graduate Certificate (Category 2).

Table 4. UK, Ireland, and Scotland Coaching Programs

| Category 1 | Graduate Degree Programs                                | Institution                 |
|------------|---|-----------------------------|
| UK         | Doctor of Coaching & Mentoring (DCaM)                   | Oxford Brookes University   |
| Scotland   | Business Coaching (MBA)                                 | University of Edinburgh     |
| UK         | Master of Science in Consulting and Coaching for Change | University of Oxford        |
| UK         | Doctorate in Professional Studies (DProf)               | Middlesex University        |
| UK         | MA Coaching and Mentoring                               | University of Wolverhampton |
| UK         | MA Education  | University of Winchester    |
| UK         | MA in Coaching and Mentoring Practice                   | Oxford Brookes University   |
| UK         | MA Leadership & Management                              | York St John University     |
| UK         | MA Personnel and Development                            | University of Brighton      |
| UK         | MA: Coaching for Organisational Excellence              | University of Sunderland    |
| UK         | Masters in Executive Coaching                           | Ashridge Business School    |
| UK         | Masters in Professional Studies (MProf)                 | Middlesex University        |
| UK         | MSc Coaching and Development                            | University of Portsmouth    |
| UK         | MSc Management Consultancy                              | Liverpool John Moores       |

| Category 1 | Graduate Degree Programs             | Institution                 |
|------------|--------------------------------------|-----------------------------|
|            |                                      | University                  |
| UK         | MSc Coaching and Mentoring           | Sheffield Hallam University |
| UK         | MSc Coaching and Coaching Psychology | University of East London   |
| UK         | Post-Chartered DPsych                | City University London      |

| Category 2 | Graduate Certificate Programs                                    | Institution                 |
|------------|--|-----------------------------|
| UK         | Consulting and Coaching for Change                               | University of Oxford        |
| UK         | Personnel and Development  | University of Brighton      |
| UK         | Pg Diploma in Coaching and Mentoring                             | Sheffield Hallam University |
| UK         | Postgraduate Diploma Coaching and Coaching Psychology            | University of East London   |
| UK         | Postgraduate Certificate in Supervision for Coaching & Mentoring | Oxford Brookes University   |

| Category 3 | Non-Degree Certificate Programs                            | Institutions                |
|------------|--|-----------------------------|
| UK         | Lancaster Certificate in Coaching                          | Lancaster University        |
| UK         | Mentoring and Coaching PGCert                              | University of Worcester     |
| UK         | PgCert Coaching and Mentoring                              | Sheffield Hallam University |
| UK         | Postgraduate Certificate Coaching and Coaching Psychology  | University of East London   |
| UK         | PG Cert Business Coaching                                  | University of Derby         |
| UK         | PG Certificate in Coaching                                 | Northumbria University      |
| UK         | Postgraduate Certificate in Coaching and Mentoring at Work | University of Westminster   |
| Scotland   | Postgraduate Certificate in Coaching for Success           | University of Aberdeen      |
| Scotland   | Postgraduate Certificate in Executive Coaching             | University of Strathclyde   |

| Category 4 | Coaching Application Programs            | Institution             |
|------------|--|-------------------------|
| Ireland    | 2 Day Introduction to Coaching Programme | University of Limerick  |
| UK         | A personalised MBA Careers Service       | University of Cambridge |

| Category 4 | Coaching Application Programs   | Institution                         |
|------------|---|-------------------------------------|
| UK         | Academic Practice and Organisational Development  | University of Birmingham            |
| UK         | Career Development - Career Coaching  | Bradford University                 |
| UK         | Centre for Staff and Educational Development - Performance Element of Lecturing - One to One Coaching | University of East Anglia           |
| UK         | Coaching and Consultancy  | Durham University                   |
| UK         | Coaching and Development Skills   | University of the West of England   |
| UK         | Coaching Services   | University of Exeter                |
| UK         | Coaching Services   | University of Oxford                |
| UK         | Coaching Services   | Canterbury Christ Church University |
| UK         | Counselling, Coaching & Mentoring Services  | York St John University             |
| UK         | Development Opportunities for Postdoctoral Research Staff - One to One Career Coaching                | Imperial College London             |
| UK         | E-Learning programmes for Coaching Skills - Performance Management: Coaching Skills                   | University of Sheffield             |
| UK         | Enterprise: Organisational Consultancy Services   | Roehampton University               |
| UK         | Executive Coaching - MBS coach referral service   | University of Manchester            |
| UK         | External coaching partnerships  | University of Cambridge             |
| UK         | Human Resources - Staff Development and Training: Coaching  | University of Liverpool             |
| UK         | Human Resources - Training & Development: People Management Skills                                    | Dublin City University              |
| UK         | Human Resources: The RGU Leadership Portfolio of Development Activities                               | Robert Gordon University            |
| UK         | Leadership and Management Development - Coaching  | University of Bristol               |
| UK         | Leadershipskills Coach - Excellence through Coaching & Networking                                     | University of Surrey                |

| Category 4 | Coaching Application Programs                                       | Institution               |
|------------|---|---------------------------|
| UK         | Leading the way in leadership coaching                              | Cranfield University      |
| UK         | One-to-One Coaching and advice                                      | Swansea University        |
| UK         | Personal Coaching   | De Montfort University    |
| UK         | Staff & Educational Development - Leadership Coaching               | University of Nottingham  |
| UK         | Staff Development - Coaching  | University of Northampton |
| UK         | Staff Development - Coaching  | University of Bath        |
| UK         | Staff Development - Coaching Skills for Change                      | University of Essex       |
| UK         | Staff Development Workshops - Everyday Coaching                     | Keele University          |
| UK         | Staff Development: Executive Development - Coaching                 | Newcastle University      |
| UK         | UCL HR - Organisational & Staff Development: Coaching and Mentoring | University College London |
| UK         | Workplace Coaching  | University of Leeds       |

### United States Programs

We identified in the United States 45 Graduate Degree programs, 12 Graduate Certificate programs, 5 Non-Degree Certificate programs, and 65 Coaching Application programs. We did not locate any doctoral program that focused on coaching. However, coaching courses are included in the curriculum of the Columbia University PhD in Social-Organizational Psychology and in the Widener University PsyD in Organizational Psychology degree programs. We located only one program that named its degree in coaching, a Master's in Executive Coaching earned in the United States by completing a collaborative program between Middlesex University (London, UK) and BeamPines, Inc., a US-based consulting company. Table 5 presents the results separated by program category and by US region.

Table 5. Coaching Programs in the United States

| Category 1<br>(Northeast) | Graduate Degree Programs  | Institution  |
|---------------------------|---|--|
|                           | BeamPines/Middlesex University<br>Master's Program in Executive<br>Coaching | Middlesex University   |
|                           | Executive MBA   | Pennsylvania State University-<br>University Park Campus           |
|                           | Executive MBA Program   | Villanova University   |
|                           | Human Resource, Education<br>Program (Ed.M)                                 | Boston University  |
|                           | M.S in Human Resource<br>Development  | Villanova University   |
|                           | M.S. in Human Resource and<br>Development                                   | New York University  |
|                           | MA in General Psychology<br>(Industrial/Organizational<br>Concentration)    | Adelphi University   |
|                           | MA in Social-Organizational<br>Psychology                                   | Columbia University  |
|                           | Master of Arts in Organizational<br>Psychology Program (MA)                 | Massachusetts School of<br>Professional Psychology                 |
|                           | Master of Psychology (Psy.M.)   | Rutgers, The State University<br>of New Jersey                     |
|                           | Master of Science in Organizational<br>Change Management                    | The New School: A University                                       |
|                           | Master of Science in Organizational<br>Leadership (MSOL)                    | Nyack College  |
|                           | Master's in Communication and<br>Leadership                                 | Canisius College   |
|                           | Masters of Arts in<br>Industrial/Organizational<br>Psychology               | New York University  |
|                           | Masters of Management   | Cambridge College  |
|                           | Masters of Science -<br>Industrial/Organizational<br>Psychology             | Bernard M. Baruch College of<br>the City University of New<br>York |
|                           | MBA   | University of Hartford   |
|                           | MS in Training and Organizational<br>Development                            | Saint Joseph's University  |

| Category 1<br>(Northeast) | Graduate Degree Programs                               | Institution                |
|---------------------------|--|----------------------------|
|                           | MSOD, MPhil (Organizational Dynamics Graduate Studies) | University of Pennsylvania |
|                           | PhD in Social-Organizational Psychology                | Columbia University        |
|                           | PsyD in Organizational Psychology                      | Widener University         |

| Category 1<br>(Mid-Atlantic) |   | Institution                             |
|------------------------------|---|---|
|                              | M.A. in Counseling & Organizational Psychology              | Adler School of Professional Psychology |
|                              | M.A. in Organizational Leadership (MOL)                     | Regent University                       |
|                              | M.Ed. in Organizational Leadership                          | Vanderbilt University                   |
|                              | Master of Arts (Organizational Communication)               | Queens University of Charlotte          |
|                              | Master of Arts in Human Resources Management                | Washington University in St. Louis      |
|                              | Master of Arts in Leadership (MAL)                          | Augsburg College                        |
|                              | Master of Science in Leadership and Management              | Amridge University                      |
|                              | Master of Training, Development and Performance Improvement | Northern Michigan University            |

| Category 1<br>(Mid-Atlantic South East) | Graduate Degree Programs                       | Institution                             |
|---|--|---|
|   | M.A. in Counseling & Organizational Psychology | Adler School of Professional Psychology |
|   | M.A. in Organizational Leadership (MOL)        | Regent University                       |
|   | M.Ed. in Organizational Leadership             | Vanderbilt University                   |
|   | Master of Arts (Organizational Communication)  | Queens University of Charlotte          |
|   | Master of Arts in Human Resources Management   | Washington University in St. Louis      |
|   | Master of Arts in Leadership (MAL)             | Augsburg College                        |
|   | Master of Science in Leadership and Management | Amridge University                      |

| Category 1<br>(Mid-Atlantic<br>South East) | Graduate Degree Programs                                       | Institution                  |
|--|--|------------------------------|
|  | Master of Training, Development<br>and Performance Improvement | Northern Michigan University |

| Category 1<br>(Central-East) |  | Institution                             |
|------------------------------|--|---|
|                              | Master of Arts in Adlerian<br>Counseling & Psychotherapy<br>Emphasis in Management<br>Consulting & Organizational<br>Leadership (MCOL) | Adler Graduate School                   |
|                              | Master of Arts in Human<br>Development   | Saint Mary's University of<br>Minnesota |

| Category 1<br>(Central-West) |  | Institution                                     |
|------------------------------|--|---|
|                              | Coaching Certificate & Master of<br>Arts in Organizational Psychology,<br>Consciousness Studies or Career<br>Development | John F. Kennedy University                      |
|                              | MA in Organizational Psychology  | Alliant International University                |
|                              | Master in Management   | Southern Oregon University                      |
|                              | Master of Arts in Organizational<br>Systems  | Saybrook Graduate School and<br>Research Center |
|                              | Master of Arts in Psychology   | Golden Gate University                          |
|                              | Master of Science in Human<br>Services (MS)  | Bellevue University                             |

| Category 2<br>(Northeast) | Graduate Certificate Programs  | Institution  |
|---------------------------|--|--|
|                           | Graduate Certificate in Executive<br>Coaching Program                | Massachusetts School of<br>Professional Psychology |
|                           | Graduate Certificate in<br>Organizational and Executive<br>Coaching  | New York University                                |
|                           | Post-Master's Certificate in Advanced<br>Human Resource Applications | Villanova University                               |
|                           | Certificate Program in Organization<br>Dynamics and Leadership       | Saint Joseph's University                          |



| Category 2<br>(Northeast) | Graduate Certificate Programs                           | Institution                             |
|---------------------------|---|---|
|                           | Graduate Certificate in Organizational Coaching Studies | University of Pennsylvania              |
|                           | Summer Principals Academy                               | Columbia University                     |
|                           | The Corporate University at Millersville                | Millersville University of Pennsylvania |

| Category 2<br>(Central-West) | Graduate Certificate Programs   | Institution                  |
|------------------------------|---|------------------------------|
|                              | Coaching Certificate & Master of Arts in Organizational Psychology, Consciousness Studies or Career Development | John F. Kennedy University   |
|                              | Evidence Based Coaching Graduate Certificate  | Fielding Graduate University |

| Category 3<br>(Northeast) | Non-Degree Certificate Programs                                | Institution           |
|---------------------------|--|-----------------------|
|                           | Coaching - A New Horizon: Theory, Emerging Evidence & Practice | Harvard University    |
|                           | University of Vermont Employee Assistance Program              | University of Vermont |

| Category 3<br>(Central West) | Non-Degree Certificate Programs                             | Institution                   |
|------------------------------|---|-------------------------------|
|                              | 12-Week Evidence Based Coaching                             | Fielding Graduate University  |
|                              | Appreciative Coaching Certificate                           | Fielding Graduate University  |
|                              | Graduate Certificate in Executive and Professional Coaching | University of Texas at Dallas |

| Category 4<br>(Northeast) | Coaching Application Programs                    | Institution                  |
|---------------------------|--|------------------------------|
|                           | Career Center Services                           | Western New England College  |
|                           | Career Coaching                                  | University of Pennsylvania   |
|                           | Career Coaching                                  | Smith College                |
|                           | Coaching and Support for Union Leaders and Staff | Cornell University           |
|                           | Coaching Services                                | Adelphi University           |
|                           | Coaching Services (Health)                       | University of Massachusetts- |

| Category 4<br>(Northeast) | Coaching Application Programs                                    | Institution  |
|---------------------------|--|--|
|                           |  | Boston   |
|                           | Coaching Services for Executive MBA Students                     | Drexel University  |
|                           | Connecting With The Nonprofit Community                          | Bernard M. Baruch College of the City University of New York |
|                           | Duquesne University Center for Corporate and Executive Education | Duquesne University  |
|                           | Educational Leadership Program for Aspiring Principals           | University of Pennsylvania                                   |
|                           | Employee Assistance Program - Support for Managers               | University at Albany, State University of New York           |
|                           | Executive Coaching   | Rutgers, The State University of New Jersey                  |
|                           | Executive Coaching Services                                      | Babson College   |
|                           | Executive Coaching: Career Coaching for EMBA Students            | University of Pittsburgh                                     |
|                           | Executive MBA Program  | Saint Joseph's University                                    |
|                           | Executive Service Corps  | Robert Morris University                                     |
|                           | Follow-up Programs - Executive Coaching                          | Rensselaer at Hartford                                       |
|                           | Learning Plus - Coaching Services to Students                    | University of Hartford                                       |
|                           | Mindfulness in the Workplace Program                             | University of Massachusetts-Worcester                        |
|                           | Non-profit Executive Leadership Institute                        | Bryn Mawr College  |
|                           | Organization & Employment Development - Coaching Services        | Massachusetts Institute of Technology                        |
|                           | Workplace Learning and Development - Feedback and Coaching       | University of Massachusetts-Amherst                          |
|                           | Yale Organizational Development and Learning                     | Yale University  |

| Category 4<br>(Mid-Atlantic<br>South East) | Coaching Application Programs                                     | Institution                                     |
|--|---|---|
|  | Coaching for Community and Organizational Change Roundtable       | Iowa State University of Science and Technology |
|  | Coaching Service  | University of Alabama                           |
|  | Coaching Service for MBA Students                                 | Franklin University                             |
|  | Coaching Services   | Duke University                                 |
|  | Custom Training - Enhancing Employee and Organization Performance | Kent State University                           |
|  | Executive Coaching  | Virginia Commonwealth University                |
|  | Executive Coaching  | University of Arkansas                          |
|  | Executive Coaching and Leadership                                 | Lawrence Technological University               |
|  | Executive Coaching and Team Building                              | The George Washington University                |
|  | Executive Coaching for Success                                    | University of Missouri                          |
|  | Executive Coaching Program  | University of Maryland University College       |
|  | Executive Coaching Program  | Georgia State University                        |
|  | Executive MBA - Career Coaching Services                          | Marshall University                             |
|  | F.A.S.T. Employee Feedback & Coaching Skills (New Program)        | Washington University in St. Louis              |
|  | Faculty & Staff Development / Training                            | Michigan State University                       |
|  | Graduate Student Coaching for Professional Development            | Franklin University                             |
|  | Individual Career Coaching  | University of Wisconsin–Milwaukee               |
|  | Leadership Coaching Program                                       | University of Tampa                             |
|  | Leadership Development Program                                    | University of Wisconsin–Stout                   |
|  | Leadership Development Training                                   | Davenport University                            |
|  | M-Coach: Executive Coaching and Advising                          | University of Michigan                          |
|  | Merit Coaching for Managers and Employees                         | University of Northern Iowa                     |

| Category 4<br>(Mid-Atlantic<br>South East) | Coaching Application Programs  | Institution               |
|--|--|---------------------------|
|  | Personal Coaching  | Missouri State University |
|  | Personal Coaching For the Executive  | Bradley University        |
|  | Personal Tools for Coles Executive<br>MBA Students: Awareness through<br>Assessment and Coaching | Kennesaw State University |
|  | The Christian Leadership Center -<br>Coaching  | Andrews University        |

| Category 4<br>(Central East) | Coaching Application Programs                                  | Institution                        |
|------------------------------|--|------------------------------------|
|                              | Adult Community Support Services                               | University of Montana–<br>Missoula |
|                              | Career Coaching  | University of Minnesota            |
|                              | Career Development/Coaching                                    | University of Arizona              |
|                              | Coaching Services  | Northern Arizona University        |
|                              | Consulting Services: Consulting,<br>Public Speaking & Training | University of Houston              |
|                              | Executive Coaching   | Wayne State University             |
|                              | Executive Development Executive<br>Coaching                    | Texas Christian University         |
|                              | Executive Education: Custom<br>Program                         | University of St. Thomas           |
|                              | Governor's Executive Development<br>Program                    | University of Texas at Austin      |

| Category 4<br>(Central West) | Coaching Application Programs                 | Institution                         |
|------------------------------|---|-------------------------------------|
|                              | Alumni Consulting Team: Executive<br>Coaching | Stanford University                 |
|                              | Career Coaching                               | University of California            |
|                              | Career Counselors & Executive<br>Coaching     | University of California            |
|                              | Coaching Service                              | San Jose State University           |
|                              | Coaching Services                             | Alliant International<br>University |
|                              | Evening & Weekend MBA Career<br>Services      | University of California            |

|                              |                               |                          |
|------------------------------|-------------------------------|--------------------------|
| Category 4<br>(Central West) | Coaching Application Programs | Institution              |
|                              | Staff Development             | University of California |

### Level of Participation

When the leadership of each academic institution was invited to participate in this project (via email) there were two levels of involvement available. One was for the institution to passively acknowledge that they were being listed and do nothing more. If any wished to have their entry removed, this was, of course, done immediately. The other was to be active. By responding to the email, the contact person could enter information about their academic program on the website. Each was offered a password that would allow them to enter descriptive text into categories of “Leadership” and “Details.” Within the Details section were 10 subsections: Mission, Delivery Methods, Size and Scope, Entry Requirements, Curriculum/Education, Time to Complete, Exit Requirements, Exit Outcomes, Faculty Characteristics, and Student Characteristics.

Despite confirmation that all identified programs received an invitation, only three institutions responded to the active involvement option. These were St. Joseph’s University (United States), Widener University (United States) and the Massachusetts School of Professional Psychology (United States). The University of Pennsylvania has information listed but this was completed as a model for others to view.

Contact representatives were also encouraged to participate in a peer-review forum about the proposed curriculum for graduate courses in coaching. The Graduate School Alliance for Executive Coaching, a consortium of US and Canadian universities offering coaching programs, had produced a draft document entitled, “Guidelines for Graduate Academic Programs in Executive Coaching” which was placed on the website. Participants in the project were able to read (and print) the document, and to comment on

its value in their coaching programs. Any comments could be entered into a discussion board area that was posted for others to read.

No comments about the curriculum were issued by representatives of any of the institutions.

### Conclusions

This project identified 214 coaching programs offered by graduate academic institutions in the United States, Canada, Australia, United Kingdom, Ireland, and Scotland. The website permits anyone who is searching for a graduate coaching program to identify within these regions the universities offering degrees, other coursework, and two types of certificate programs. It also notes where coaching is offered as a development program to the community through the institution.

Two conclusions seem warranted. First, organizational and executive coaching is clearly within the academic community. While some countries have been more active (and for longer) than others, the distribution across the countries surveyed is positive and encouraging. UK countries, in particular, are leading in terms of the availability of dedicated Master's and Doctoral coaching programs. The United States has 62 programs in Category 1 reflecting graduate degree coursework.

Second, the engagement by the academic community hoped for in this project was not fulfilled. That only three institutions agreed to enter descriptive information and that no inter-program communication occurred on the website were disappointing. Despite these absences, the following recommendations are being suggested.

### Continued Program Listing

As the search for programs was restricted in geography and limited by time, it is recommended that the listing of programs continue. First it is recommended that programs continue to be identified and added within the countries already noted. As academic coaching programs are increasing within the academic community, it is likely that more entries can be expected. Second it is recommended that an expansion to other countries be started. Coaching programs are known to exist in South Africa, Asia, Israel, and in Scandinavian countries, for example. These and other locations should be included in the database. It is expected that modest funding for an agent to manage this project will be required to support the search and entry of new programs.

### Continued Program Presentation

The website (<http://www.pennsurveys.org/coaching/>) will be maintained by the Organizational Dynamics Graduate Studies program at the University of Pennsylvania. It is recommended that a link to this website (and to a description of the project report) be made available on the website of the Foundation of Coaching. These links should then be promoted and made available to the global academic and professional coaching community as a resource. For example, organizations including but not limited to the Graduate School Alliance for Executive Coaching, International Coach Federation, and European Mentoring and Coaching Council should be invited to post link(s) as a resource for their communities. It is also recommended that related professional societies such as the Academy of Management be contacted to post this web link. This global community of scholars and practitioners, mainly associated with schools of business, currently consider coaching to be part of their formal divisions of Organization Development and Change and of Management Consulting. Both divisions could promote this resource.

### Promotion about Program Details

While the project has created a web system that enables the entry and presentation of descriptive information (Details) about a coaching program by its leadership, little response occurred. One reason may be that there was little time or value perceived by program leaders to support a small research project. However, if the program leadership appreciated that the website information was promoted as a global resource for prospective students, faculty, employers, and other in the academic and professional coaching community, interest about self-presentation for marketing purposes would likely increase. It is recommended, therefore, that the benefits of presenting the program contact, leadership and detail information continue to be offered and that the opportunity to control the management of the information by program leadership also be continued.

### Proposed Curriculum Guideline and Discussion

That the draft curriculum guideline document received no evidence of attention (there were no written comment entries) is disappointing. Similar to the absence of program details, leadership may not have felt compelled to participate in this aspect of the research. The draft document was comprehensive and so contained many sections and subsections listing knowledge and skill competencies. Reviewing and comparing this information against a program's offerings would require considerable time and effort. As well, the global academic coaching community is young, decentralized, and has not yet established an image of community or another common bond around curriculum development, nor among its teaching or research faculty. It is recommended, therefore, that if the website is maintained (and is expanded) that the proposed guideline document be retained as a resource.



### References

Bullock, A., Stallybass, O., & Trombley, S. (Eds.) (1988). *The Fontana dictionary of modern thought*. London: Fontana Press.

Williams, J.L. (1995). What makes a profession a profession? *Professional Safety*, 43(1), 18.

## Appendix A

## Academic Coaching Programs

|  |
|--|
| <a href="#"><u>Adelphi University</u></a>  |
| <a href="#"><u>Adler Graduate School</u></a>   |
| <a href="#"><u>Adler School of Professional Psychology</u></a>                         |
| <a href="#"><u>Alliant International University</u></a>                                |
| <a href="#"><u>Amridge University</u></a>  |
| <a href="#"><u>Andrews University</u></a>  |
| <a href="#"><u>Ashridge Business School</u></a>  |
| <a href="#"><u>Athabasca University</u></a>  |
| <a href="#"><u>Auckland University of Technology</u></a>                               |
| <a href="#"><u>Augsburg College</u></a>  |
| <a href="#"><u>Australian National University</u></a>                                  |
| <a href="#"><u>Babson College</u></a>  |
| <a href="#"><u>Bellevue University</u></a>   |
| <a href="#"><u>Bernard M. Baruch College of the City University of New York</u></a>    |
| <a href="#"><u>Boston University</u></a>   |
| <a href="#"><u>Bradford University</u></a>   |
| <a href="#"><u>Bradley University</u></a>  |
| <a href="#"><u>Brandeis University</u></a>   |
| <a href="#"><u>Brescia University College at The University of Western Ontario</u></a> |
| <a href="#"><u>Bryn Mawr College</u></a>   |
| <a href="#"><u>Cambridge College</u></a>   |
| <a href="#"><u>Canisius College</u></a>  |
| <a href="#"><u>Canterbury Christ Church University</u></a>                             |
| <a href="#"><u>City University London</u></a>  |
| <a href="#"><u>Columbia University</u></a>   |
| <a href="#"><u>Concordia University</u></a>  |
| <a href="#"><u>Cornell University</u></a>  |
| <a href="#"><u>Cranfield University</u></a>  |
| <a href="#"><u>Dalhousie University</u></a>  |
| <a href="#"><u>Davenport University</u></a>  |
| <a href="#"><u>De Montfort University</u></a>  |
| <a href="#"><u>Drexel University</u></a>   |
| <a href="#"><u>Dublin City University</u></a>  |
| <a href="#"><u>Duke University</u></a>   |
| <a href="#"><u>Duquesne University</u></a>   |
| <a href="#"><u>Durham University</u></a>   |

|  |
|--|
| <a href="#"><u>Fielding Graduate University</u></a>                          |
| <a href="#"><u>Franklin University</u></a>                                   |
| <a href="#"><u>Georgia State University</u></a>                              |
| <a href="#"><u>Golden Gate University</u></a>                                |
| <a href="#"><u>Harvard University</u></a>                                    |
| <a href="#"><u>HEC Montréal</u></a>  |
| <a href="#"><u>HEC Paris</u></a>   |
| <a href="#"><u>Imperial College London</u></a>                               |
| <a href="#"><u>Iowa State University of Science and Technology</u></a>       |
| <a href="#"><u>John F. Kennedy University</u></a>                            |
| <a href="#"><u>Keele University</u></a>                                      |
| <a href="#"><u>Kennesaw State University</u></a>                             |
| <a href="#"><u>Kent State University</u></a>                                 |
| <a href="#"><u>Lancaster University</u></a>                                  |
| <a href="#"><u>Lawrence Technological University</u></a>                     |
| <a href="#"><u>Liverpool John Moores University</u></a>                      |
| <a href="#"><u>Marshall University</u></a>                                   |
| <a href="#"><u>Massachusetts Institute of Technology</u></a>                 |
| <a href="#"><u>Massachusetts School of Professional Psychology</u></a>       |
| <a href="#"><u>McGill University</u></a>                                     |
| <a href="#"><u>Michigan State University</u></a>                             |
| <a href="#"><u>Middlesex University</u></a>                                  |
| <a href="#"><u>Millersville University of Pennsylvania</u></a>               |
| <a href="#"><u>Missouri State University</u></a>                             |
| <a href="#"><u>Monash University</u></a>                                     |
| <a href="#"><u>Mount Saint Vincent University</u></a>                        |
| <a href="#"><u>New York University</u></a>                                   |
| <a href="#"><u>Newcastle University</u></a>                                  |
| <a href="#"><u>Northern Arizona University</u></a>                           |
| <a href="#"><u>Northern Michigan University</u></a>                          |
| <a href="#"><u>Northumbria University</u></a>                                |
| <a href="#"><u>Nyack College</u></a>   |
| <a href="#"><u>Oxford Brookes University</u></a>                             |
| <a href="#"><u>Pennsylvania State University- University Park Campus</u></a> |
| <a href="#"><u>Queen's University</u></a>                                    |
| <a href="#"><u>Queens University of Charlotte</u></a>                        |
| <a href="#"><u>Regent University</u></a>                                     |
| <a href="#"><u>Rensselaer at Hartford</u></a>                                |
| <a href="#"><u>Robert Gordon University</u></a>                              |
| <a href="#"><u>Robert Morris University</u></a>                              |

|   |
|---|
| <a href="#"><u>Roehampton University</u></a>                              |
| <a href="#"><u>Rutgers, The State University of New Jersey</u></a>        |
| <a href="#"><u>Saint Joseph's University</u></a>                          |
| <a href="#"><u>Saint Mary's University</u></a>                            |
| <a href="#"><u>Saint Mary's University of Minnesota</u></a>               |
| <a href="#"><u>San Jose State University</u></a>                          |
| <a href="#"><u>Saybrook Graduate School and Research Center</u></a>       |
| <a href="#"><u>Sheffield Hallam University</u></a>                        |
| <a href="#"><u>Simon Fraser University</u></a>                            |
| <a href="#"><u>Smith College</u></a>                                      |
| <a href="#"><u>Southern Oregon University</u></a>                         |
| <a href="#"><u>Stanford University</u></a>                                |
| <a href="#"><u>Swansea University</u></a>                                 |
| <a href="#"><u>Texas Christian University</u></a>                         |
| <a href="#"><u>The George Washington University</u></a>                   |
| <a href="#"><u>The New School: A University</u></a>                       |
| <a href="#"><u>University at Albany, State University of New York</u></a> |
| <a href="#"><u>University College London</u></a>                          |
| <a href="#"><u>University of Aberdeen</u></a>                             |
| <a href="#"><u>University of Alabama</u></a>                              |
| <a href="#"><u>University of Alberta</u></a>                              |
| <a href="#"><u>University of Arizona</u></a>                              |
| <a href="#"><u>University of Arkansas</u></a>                             |
| <a href="#"><u>University of Bath</u></a>                                 |
| <a href="#"><u>University of Birmingham</u></a>                           |
| <a href="#"><u>University of Brighton</u></a>                             |
| <a href="#"><u>University of Bristol</u></a>                              |
| <a href="#"><u>University of British Columbia</u></a>                     |
| <a href="#"><u>University of California</u></a>                           |
| <a href="#"><u>University of Cambridge</u></a>                            |
| <a href="#"><u>University of Canberra</u></a>                             |
| <a href="#"><u>University of Canterbury</u></a>                           |
| <a href="#"><u>University of Derby</u></a>                                |
| <a href="#"><u>University of East Anglia</u></a>                          |
| <a href="#"><u>University of East London</u></a>                          |
| <a href="#"><u>University of Edinburgh</u></a>                            |
| <a href="#"><u>University of Essex</u></a>                                |
| <a href="#"><u>University of Exeter</u></a>                               |
| <a href="#"><u>University of Guelph</u></a>                               |
| <a href="#"><u>University of Hartford</u></a>                             |

|  |
|--|
| <u>University of Houston</u>                               |
| <u>University of Leeds</u>                                 |
| <u>University of Limerick</u>                              |
| <u>University of Liverpool</u>                             |
| <u>University of Manchester</u>                            |
| <u>University of Maryland University College</u>           |
| <u>University of Massachusetts- Amherst</u>                |
| <u>University of Massachusetts- Boston</u>                 |
| <u>University of Massachusetts- Worcester</u>              |
| <u>University of Melbourne (Melbourne Business School)</u> |
| <u>University of Michigan</u>                              |
| <u>University of Minnesota</u>                             |
| <u>University of Missouri</u>                              |
| <u>University of Montana–Missoula</u>                      |
| <u>University of New South Wales</u>                       |
| <u>University of Newcastle</u>                             |
| <u>University of Northampton</u>                           |
| <u>University of Northern Iowa</u>                         |
| <u>University of Nottingham</u>                            |
| <u>University of Otago</u>                                 |
| <u>University of Ottawa</u>                                |
| <u>University of Oxford</u>                                |
| <u>University of Pennsylvania</u>                          |
| <u>University of Pittsburgh</u>                            |
| <u>University of Portsmouth</u>                            |
| <u>University of Queensland</u>                            |
| <u>University of Sheffield</u>                             |
| <u>University of St. Thomas</u>                            |
| <u>University of Strathclyde</u>                           |
| <u>University of Sunderland</u>                            |
| <u>University of Surrey</u>                                |
| <u>University of Sydney</u>                                |
| <u>University of Tampa</u>                                 |
| <u>University of Texas at Austin</u>                       |
| <u>University of Texas at Dallas</u>                       |
| <u>University of the West of England</u>                   |
| <u>University of Toronto</u>                               |
| <u>University of Vermont</u>                               |
| <u>University of Waikato</u>                               |
| <u>University of Western Ontario</u>                       |

|   |
|---|
| <u>University of Westminster</u>          |
| <u>University of Winchester</u>           |
| <u>University of Wisconsin–Milwaukee</u>  |
| <u>University of Wisconsin–Stout</u>      |
| <u>University of Wollongong</u>           |
| <u>University of Wolverhampton</u>        |
| <u>University of Worcester</u>            |
| <u>Vanderbilt University</u>              |
| <u>Victoria University of Wellington</u>  |
| <u>Villanova University</u>               |
| <u>Virginia Commonwealth University</u>   |
| <u>Washington University in St. Louis</u> |
| <u>Wayne State University</u>             |
| <u>Western New England College</u>        |
| <u>Widener University</u>                 |
| <u>Yale University</u>                    |
| <u>York St John University</u>            |